

**International Academic Multidisciplinary Research Conference 2017**

**Proceeding of**

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY  
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

*Berlin, Germany  
23 – 25 October, 2017*

**THE 2017 ICBTS**



**Edited by Chayanan Kerdpitak, CK Research, Thailand  
Kai Heuer, Wismar University, Germany  
Ebrahim Soltani, Hamdanbin Smart University, UAE  
Gilbert Nartea, Lincoln University, New Zealand  
Vipin Nadda, University of Sunderland, United Kingdom**

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**Conference Proceedings**

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**Conference Three Themes**

*The International Business Tourism and Applied Sciences Research Conference*

*The International Education Social Sciences and Humanities Research Conference*

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# Conference Proceedings

INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY  
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

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## THE 2017 ICBTS

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**ICBTS Institute Conference Center & IJBTS** International Journal of Business Tourism and Applied Sciences

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## INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
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- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
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- Health care Management
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**Professor Dr. Ebrahim Soltani**

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## **SPEAKER BACKGROUND**



**Professor Dr. Kai Heuer**

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.

## **SPEAKER BACKGROUND**



### **Dr. Tariq Khan**

**Dr Tariq Khan** is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming ,Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

## **SPEAKER BACKGROUND**



### **Dr. Chayanan Kerdpitak**

**Dr. Chayanan Kerdpitak** is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).

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Charles Wild	

## 2017 ICBTS CONFERENCE BERLIN PROGRAM

<b>The 2017 ICBTS International Multidiscipline Research Conference</b>	
<b>23 October 17</b> 9.00- 09.30 (M)	<b>REGISTRATION &amp; WELCOME</b> Welcome meeting at The Park Inn by Radisson Berlin City West, Germany
	<b>Academic Advisory &amp; Session Chair</b> Professor Dr. Kai Heuer, Germany Dr. Hen Friman, Israel
<b>23 October 17(M)</b>	<b>Session A</b>
<b>23 October 17(M)</b> 09.00-10.30 (M)	<p><b>Session A1</b></p> <p><b>Paper 1(23)</b> DEVELOPMENT FOR 21<sup>ST</sup> CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING Asst. Prof. Poonyapon Chanfoy</p> <p><b>Paper 2(24)</b> ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING Asst. Prof. Suphanwadee Waiyaroop</p> <p><b>Paper 3(27)</b> ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING Asst. Prof. Sirimaneer Banjong</p> <p><b>Paper 4(29)</b> PARTICIPATORY LEARNING: FROM THEORY TO PRACTICE IN PSYCHOLOGY FOR TEACHER COURSE Mr. Panuwat Sivaskunraj</p> <p><b>Paper 5(35)</b> PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING: PRINCIPLES AND GUIDELINES Mr. Teerawit Tinprapa</p> <p><b>Paper 6(132)</b> LANGUAGE TEACHING AND LEARNING OPINIONS ON CULTURAL DIVERSITY Awwal Ibrahim Dansadau</p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p><b>Session A 2</b></p> <p><b>Paper 1(36)</b> RB : THE DEVELOPMENT OF LEARNERS' LEARNING SKILLS Mrs. Teeraporn Plailek</p> <p><b>Paper 2(37)</b> THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS Dr. Sasiporn Phongploenpis</p> <p><b>Paper 3(33)</b> TECHNIQUE OF FOLLOW UP ON WORK PROGRESS IN OFFICE ADMINISTRATION Miss Nipawan Tharasak</p> <p><b>Paper 4(39)</b> THE STUDY OF TECHNOLOGY ASSISTED OFFICE ADMINISTRATION OF SUANSUNANDHARAJABHAT UNIVERSITY Miss Suntaree Patcharaprateep</p>

	<p><b>Paper 5(144)</b> Examining Motivation to Teach Levels of Pre-Service Teachers in Terms of Some Variables Ipek Som Onal</p>
12.01-13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session A 3</b></p> <p><b>Paper 1(9)</b> ACTING AS A TOOL TO EXPRESS POWER OF MEDIUM Dr. Kusuma Teppharak</p> <p><b>Paper 2(10)</b> EQUIPMENT DESIGN TO CREATE TIE-DYE FABRIC PATTERN Mr. Tanutpong Phriwanrat</p> <p><b>Paper 3(11)</b> WICKERWORK PROCESS ANALYSIS APPLY FOR HOME DECORATION DESIGN: PRANEE HANDICRAFT SING BURI THAILAND Mr. Akapong Inkuer</p> <p><b>Paper 4(12)</b> SOUVENIRS DESIGN FROM ARTS AND CULTURAL Mr. Noppadon Sangwalpetch</p> <p><b>Paper 5(13)</b> THAI PERFORMING ARTS IN KING PRAJADHIPOK'S LAWS Asst. Prof. Manissa Vasinarom</p> <p><b>Paper 6(116)</b> ESL Basic Learners: Personal Histories of Writing Ketskanda Jaturongkachoke and Supat Kookiattokoon and Supamit Chanseawrassamee</p> <p><b>Paper 7(150)</b> Feasibility Study of Implementation of Coaching in Training of Nurses in Bahman hospital in Tehran (IRAN) Associate Prof. Dr. Mohammad Ghahramani and Fatemeh Hydari</p> <p><b>Paper 8(127)</b> Renewable Energy by Project-based learning Hen Friman and Idan Halbi and Ifaa Banner and Bosmat Shalom-tuchin and Yulia Einav</p>
15.00- 15.15	<b>Afternoon Break</b>
15.16- 17.00	<p><b>Session A 4</b></p> <p><b>Paper 1(14)</b> FABRIC PRINTING DESIGN OF SARONG AS A RESULT OF A STUDY OF TEXTILE PATTERNS OF LAO-SONG (THAI SONG DAM), SUPHAN BURI PROVINCE Mr. Suwit Sadsunk</p> <p><b>Paper 2(15)</b> THE ART OF THE FABRIC PATTERN DESIGN BY STUDYING THE WOODEN CARVING ON GINGERBREAD IN VIMANMEK MANSION IN THAILAND Mrs. Chanoknart Mayusoh</p> <p><b>Paper 3(17)</b> A WESTERN TREATMENT OF NONWESTERN NATIONAL IDENTITY: A CASE STUDY OF <i>THE KING AND I</i> Asst. Prof. Dr. Chutima Maneewattana</p> <p><b>Paper 4(16)</b> MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY Dr. Nataporn Rattanachaiwong</p> <p><b>Paper 5(40)</b> THE EXPOSURE AND SATISFACTION OF THE GRADUATE STUDENTS FOR THE CHANNAL OF THE INFORMATION AT SUANSUNANDHA RAJABHAT UNIVERSITY Miss Netdao Yooyong</p> <p><b>Paper 6(128)</b> AN EVOLUTION PERSPECTIVE ON THE ROLE OF UNIVERSITIES IN REGIONAL INNOVATION</p>

	<p>Jong-Ho LEE</p> <p><b>Paper 7(124)</b> PLANNING SCHOOL FEEDING POLICY TOWARDS ECONOMIC DIVERSIFICATION IN AFRICA Shuaibu Saminu</p>
23 October 17(M)	<b>Session B</b>
23 October 17(M) 09.00-10.30 (M)	<p><b>Session B1</b></p> <p><b>Paper 1(1)</b> “SPIRITUAL TOURISM” THE NEW TOURIST DESTINATION FOR THAI TOURISM CASE STUDY IN “WAT TATON” CHAING-MAI THAILAND Dr. Supakit Mulpramook</p> <p><b>Paper 2 (3)</b> THE STUDY ON MEDIA EXPOSURE BEHAVIOR IN POLITICAL ISSUES OF UNIVERSITY STUDENTS Mr. Veerapon Vongprasert</p> <p><b>Paper 3 (5)</b> THE STUDY OF THE PARTICIPATION OF THE PRESIDENT OF STUDENT COUNCIL ELECTION, UNDERGRADUATE PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY Asst. Prof. Dr. Sudabhorn Arundee</p> <p><b>Paper 4 (8)</b> ROLE OF PROVINCIAL GOVERNOR IN CONTROL OF LOCAL ADMINISTRATION ORGANIZATIONS : CASE STUDY NONGBUALAMPHU PROVINCE Dr. Barameeboon Sangchan</p> <p><b>Paper 5 (18)</b> FINANCIAL STABILITY IN SAMUT SONGKRAM FROM HOUSEHOLD SAVING POTENTIAL Dr. Krisada Sungkhamanee</p> <p><b>Paper 6 (104)</b> THE IMPACT OF “PIPELINE DIPLOMACY” ON CONFLICT RESOLUTION IN THE CAUCASUS-CASPIAN REGION-THE CASE OF AZERBAIJAN AND AFGHANISTAN Dogan Girgin</p>
10.31 - 10.45	<b>Morning Break</b>
10.46 - 12.00	<p><b>Session B 2</b></p> <p><b>Paper 1 (21)</b> HOTEL BUSINESS DEVELOPMENT WAY TO REACH SERVICE STANDARD FOR SUPPORTING SENIOR TOURISTS IN THE AREA OF AMPHAWA DISTRICT, SAMUTSONGKRAM Miss Benjaporn Yaemjamuang</p> <p><b>Paper 2 (22)</b> KNOWLEDGEMANAGEMENT FOR WRITING RESEARCH PROPOSAL Miss Wanvisa Saisanan Na Ayudhaya</p> <p><b>Paper 3 (26)</b> UNIVERSAL DESIGN FOR WARD PATIENTS GOVERNMENT HOSPITAL Mrs. Jitravadee Roongin Kunkar</p> <p><b>Paper 4 (2)</b> THE DIFFERENCES OF SOCIAL AND POPULATION FACTORS TOWARDS TOURISTS’ ATTITUDES TO STAYING AT GREEN HOTELS IN BANGKOK Dr. Rumpapak Luekveerawattana</p> <p><b>Paper 5 (111)</b> MEDIATISATION OF URBAN PLANNING AND THE PUBLIC SPHERE: TOWARDS ENABLING AND JUST PLANNING PROCESS CASE OF EGYPT Mennatullah Hendawy</p>

12.01- 13.00	<b>Lunch Break</b>
13.01-15.00	<p><b>Session B 3</b></p> <p><b>Paper 1 (30)</b> THE DEVELOPMENT OF ONLINE ADMISSION FOR GRADUATE STUDENTS, SUAUN SUNANDHA RAJABHAT UNIVERSITY Miss Khatcharin Thapthimthet</p> <p><b>Paper 2 (28)</b> ORGANIZED ACTIVE LEARNING BY CREATIVE BASED LEARNING Mrs. Chompunuj Limlertmonkol</p> <p><b>Paper 3 (31)</b> KNOWLEDGE MANAGEMENT FOR THE GUIDELINES OF INFORMATION RESOURCE ACQUISITION: A CASE OF ACADEMIC RESOURCE CENTER, SUAN SUNANDHA RAJABHAT UNIVERSITY Acting Sub Lt. Nitima Kaewmanee</p> <p><b>Paper 4 (19)</b> VITAL FACTORS OF RECENTLY GRADUATES FOR APPLYING JOBS IN ASEAN LABOR MARKET Dr. Natnaporn Aeknarajindawat</p> <p><b>Paper 5 (25)</b> KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL Miss Yanika Chuentako</p> <p><b>Paper 6 (34)</b> KNOWLEDGE ON FOLLOWING-UP AND RECORDING ACCORDING TO PERSONNEL DEVELOPMENT TRAINNING Miss Supassawee Morakul</p> <p><b>Paper 7 (114)</b> AGRICULTURAL TRADE UNDER WTO REGIME: OPPORTUNITIES AND CHALLENGES Dr. MOHD ADIL</p> <p><b>Paper 8 (115)</b> RACE OF RELIGIONS AND THE RICE OF RADICALISM IN WEST PAPUA INDONESIA Umar Werfete and Suparto Iribaram</p>
15.01 - 15.15	<b>Afternoon Break</b>
15.16 - 17.00	<p><b>Session B 4</b></p> <p><b>Paper 1(7)</b> DEVELOPMENT OF A SOLUTION TO THE TRAFFIC ISSUES INSIDE SUAN SUNANDHA RAJABHAT UNIVERSITY Mr. Wichar Kunkum</p> <p><b>Paper 2 (6)</b> THE STUDY OF SATISFACTION OF THE DEVELOPMENT OF GRADE VALIDATION SYSTEM BASED ON CURRICULUM STRUCTURE, UNDERGRADUATE STUDENTS, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Wanwika Sattaworn</p> <p><b>Paper 3 (32)</b> DEVELOPMENT OF THE “I” SYSTEM FOR THE CORRECTION OF INTERNET LEARNING VIA THE INTERNET SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Pinyaphat Kongsorn</p> <p><b>Paper 4 (38)</b> KNOWLEDGE MANAGEMENT FOR PROCESS DEVELOPMENT: INFORMATION RESOURCES CLASSIFICATION AND CATALOGING IN THE LIBRARY OF SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Supaporn Wongsa</p> <p><b>Paper 5 (4)</b> THE STUDY OF APPLICANTS’ SATISFACTION OF UNIVERSITY ADMISSION SYSTEM : UNDERGRADUATE LEVEL, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Chontiya Ledanan</p>

	<p><b>Paper 6 (116)</b> THE EFFECTIVENESS OF USING GAMES IN LEARNING ENGLISH VOCABULARY: AN ANALYTIC IN THE SAUDI ARABIAN CONTEXT Ayedh Dhawi Mohammed Almohanna, Saudi Arabia</p> <p><b>Paper 7 (133)</b> SOCIAL MEDIA AND ARABIC: CODE-SWITCHING AMONGST ALGERIAN STUDENTS LIVING IN THE UK Linda Merzougui</p>
<b>24 October 17(T)</b>	<b>Session C</b>
24 October 17 (T) 09.30 – 10.30	<p><b>Session C1</b></p> <p><b>Paper 1(48)</b> GERMAN LEADERSHIP IN EU FOREIGN POLICY AFTER EUROZONE CRISIS? Merve Yavuz</p> <p><b>Paper 2 (7)</b> CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA Dr. Eric Appau Asante and MAVIS DONKOR</p> <p><b>Paper 3 (53)</b> INNOVATIVE ACADEMY PROJECT -DISINFECTION OF EFFLUENTS WITH RENEWABLE ENERGY Hen Friman and Faina Nakonechny</p> <p><b>Paper 4 (61)</b> EDUCATION, BUSINESS AND AGRICULTURE: AN INTEGRATION FOR ECONOMIC TRANSFORMATION IN DEVELOPING NATIONS- THE NIGERIAN EXPERIENCE Dr. Matthew Ojong Achigbe</p>
10.31 – 10.45	Morning Break
10.46 - 12.00	<p><b>Session C2</b></p> <p><b>Paper 1(57)</b> EXPLORING THE EFFECT OF TECHNOLOGY SUPPORTED COLLABORATIVE LEARNING ON CREATIVE THINKING SKILLS OF PRE-SERVICE TEACHERS Erhan ÜNAL and Fatih ÖZDİNÇ</p> <p><b>Paper 2 (64)</b> ASTIN THEORY AND SOCIAL NETWORKS Dr Elham Akbari and prof Hamid Abdollahian</p> <p><b>Paper 3 (50)</b> EFFECT OF PAUL THE PERSIAN'S LOGICAL WORKS ON AL-MANTIQ BY IBN AL-MUQAFFA Seyedmohammadreza Azarkasb</p> <p><b>Paper 4 (136)</b> THE NECESSITY OF REGIONAL ECONOMIC INTEGRATION: A LESSON FOR SOUTH ASIA? Md. Rajin Makhdum Khan and Faizah Imam</p> <p><b>Paper 5 (137)</b> AN INVESTIGATION OF SENSORY LEARNING STYLES USED BY KURDISH EFL STUDENTS AT UNIVERSITY LEVEL Dr. Hoshang Farooq Jawad and Mr. Salahaddin Saeed Khidr</p>
<b>24 October 17(T)</b>	<b>Session E</b>

<p>24 October 17 (T) 09.30 – 10.30</p>	<p><b>Session E1</b>  <b>Paper 1(141)</b> TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY  José G. Vargas-Hernández and Lic. Ana Yanetly Arias Orozco, Mexico  <b>Paper 2 (144)</b> CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.  Amina Babou, Algeria  <b>Paper 3 (145)</b> THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GASCO  Ali Aolatshah, Iran  <b>Paper 4 (120)</b> BLEMISHES IN SYLLABUS DESIGNING OF ENGLISH AT PRIMARY LEVEL OF EDUCATION IN PAKISTAN: AN OBSTACLE IN ATTAINING LANGUAGE PROFICIENCY  Zohaib Zahid and Dr Mamuna Ghani, Pakistan</p>
<p>10.31 – 10.45</p>	<p style="text-align: center;">Morning Break</p>
<p>10.46 - 12.00</p>	<p><b>Session E2</b>  <b>Paper 1 (158)</b> TRAVELING THROUGH THE TOURISM PROMOTION TERMINOLOGY: CONSIDERATIONS UPON THE ADOPTION OF ENGLISH TERMS IN THE OFFICIAL WEBSITES OF ROME, MILAN, LUGANO AND BELLINZONA.  Claudia Maria ASTORINO  <b>Paper 2(31)</b> ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT  Djurdjica Perovic and Sanja Pekovic andTatjana Stanovcic andJovana Vukcevic, Montenegro  <b>Paper 3 (163)</b> SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING  João Miguel O. Cotrim and Prof. Francisco Nunes  <b>Paper 4 (143)</b> REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL'S VIEWS ON WOMEN AND FEMALE CHARATER  Khaled Zouaoui  <b>Paper 5 (154)</b> SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING/LERNING MODEL IN PRIMARY SCHOOL  Professor Anita Petere</p>
<p>12.01</p>	<p style="text-align: center;"><b>Conference Close</b></p>
<p><b>23 -24 October 17</b></p>	<p style="text-align: center;"><b>Participation and Discussion</b></p> <ol style="list-style-type: none"> <li>1. Dr. Mustafa Arslan., Georgia,</li> <li>2. Dr. Dr Olufemi Aramide, Nigeria</li> <li>3. Dr. Asif Iqbal, China</li> <li>4. Professor Wang Zhuquan, China</li> <li>5. Dr. Sumit Kumar dey, India</li> </ol>
<p><b>25 October 2017</b></p>	<p style="text-align: center;"><b>Free day for Participants</b></p>

# DEVELOPMENT FOR 21<sup>st</sup> CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING

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## ABSTRACT

This article will illustrate the process, method, and approach that will help to develop 21st century skills for learners. By adhering to the Active Learning approach using the Research Based Learning (RBL) model, the process of learning by baseline research will help to create key learning skills such as presentation skills, participation skills, information technology skills, and critical thinking skills. To help students learn and develop themselves throughout their lives.

**Keywords:** RBL, Active Learning, 21<sup>st</sup> Century Skills, Processes

## INTRODUCTION

At present, the education system and the development of learners have reformed the way of teaching and learning widely. The idea is to emphasize the students to have skills that can be used in daily life and co-existence in a happy society. 21st century skills are skills that include three key skills: (1) Information, Media, and Technology, (2) Learning and Innovation skills and (3) Life and Career skills. All three skills must be developed. Provide students with skills in the core subjects such as mother tongue and world languages, arts, mathematics, government and civics, economics, science, geography and history.

### The 21<sup>st</sup> Century skills

From the process step, the set of features has to be developed for all students. The seven key skills are (1) Reading Literacy, (2) Writing Literacy, (3) Arithmetic Literacy, (4) Critical Thinking, (5) Communication, (6) Collaborative and (7) Creativity, The educator called 21<sup>st</sup> century skills that "3R4C". These 7 skills combine to give the student three key skills and distributed by the following skills.

#### Learning and Innovation Skills

1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

#### Information, Media and Technology Skills

1. Information Literacy
2. Media Literacy
3. ICT Literacy

#### Life and Career Skills

1. Flexibility and Adaptability
2. Initiative and Self-Direction
3. Social and Cross-Cultural Skills
4. Productivity and Accountability
5. Leadership and Responsibility

From the above mention, the educators have tried to find the way to use the teaching and learning by focusing on the skills of the students. And learn from self-action. In teaching and learning, there are many styles and methods. Research Based Learning, Problem Based Learning, Project Based Learning, and Learning Management, Collaborative Learning) and so on.

Here, the author raises a guideline for implementing research-based learning management. Research Based Learning is a teaching and learning arrangement that combines teaching and research together into a

research process used in learning management, for example. Problem determination / problem identification, query, data collection And find the answer manually. Make the students know can analyzes critical thinking.

### **Research Based Learning (RBL)**

The research-based teaching and learning management is based on the instructional approach based on the concept of cognitivism, which focuses on the form of intellectual learning, focusing on questioning styles. Analysis of problems and use of knowledge from previous experiences, coupled with knowledge in new experiences, through self-seeking through query. The inquiry is integrated with the research process, then applied to the students.

### **The pattern of learning based research based learning.**

The learning management is based on four types of research:

1. Learning management using research process is to give learners practice in research levels such as experiments in science labs, case study, project work, baby research and thesis.

2. Teaching by participating in a research project with a teacher or as a research assistant (Under Study Concept).

3. Teaching by the students to study the research to learn knowledge. Principles and theories used in the research, problem solving, research and application of research and further study.

4. Teaching using research results for teaching, the learner is aware that the theory new knowledge. What is your current science and how do you build your faith on the instructor as well as make sure that the instructor does not get bored of teaching the same content every year.

### **OBJECTIVES**

The Objective of article to give recommend thinking for developing 21<sup>st</sup> century skills by using processes Research Based Learning, will emphasize skills such as

1. To Develop Learning and Innovation skills for the student.
2. To Develop Information, Media and Technology skills for the student.
3. To Develop Life and Career skills for the student.

### **METHODOLOGY**

The process of screening the knowledge to be used in learning management, the author conducted the knowledge filtering using KM process.

#### **Knowledge Management Process**

##### **Step 1: Knowledge Identification**

At this stage, the 21<sup>st</sup> century skills that the instructor wants to develop are the study of patterns, meanings and problems found today, and the processing of knowledge about theories, principles and definitions of learning management. By using research as a base, it will integrate knowledge from sources such as educators, academic articles, research papers and synthesis as the used information.

##### **Step 2: Knowledge Creation and Acquisition**

At this stage, it is a search of information from various sources. Reliable, for example, from a thesis/dissertation database system from the research database and from the books.

##### **Step 3: Knowledge Organization**

At this stage, all data will be analyzed, and knowledge will be extracted in a consistent and comprehensive way. Then, the information is grouped into categories, categories, or related topics to facilitate the implementation.

##### **Step 4: Knowledge Codification and Refinement**

In this step, the knowledge gained in Step 3 is considered. Improve using the correct sentence with the current and easy to understand the implementation.

##### **Step 5: Knowledge Access**

At this stage, the form of knowledge in the form of a textbook, book or e-book is provided to facilitate access to information.

**Step 6: Knowledge Sharing**

After getting this knowledge out, it is a step-by-step learning process, which is a step-by-step process of educating the following processes: Face to Face strategy, Story Telling and Focus Group strategy.

**Step 7: Learning**

When the knowledge is extracted, this step will be the step of applying knowledge to the learning process.

**THE USE OF RESEARCH-BASED LEARNING FOR DEVELOP 21<sup>ST</sup> CENTURY SKILLS**

Research based learning is based on the four themes described above. Each form will have different stages and methods, each of which will improve the 21st century skills for the learners as shown in the following table.

**Table 1**

The 21<sup>st</sup> century skills development schedule is based on a research-based process.

Teaching Techniques	Process	Developed Skills
Teaching by research assisted results	<ol style="list-style-type: none"> <li>1. The teacher selects the research that best suits the subject matter and tells the source of the information.</li> <li>2. Teachers use the research results as follows: Assist the content to teach the students to gain more knowledge, apply in teaching such as teacher read the research results, the theory, and the use of the benefits.</li> <li>3. Learners learn the content with the research results.</li> <li>4. Teachers and learners collectively discuss research findings, research processes, and research interests.</li> </ol>	<ul style="list-style-type: none"> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> </ul>
Teaching by student to research study	<ol style="list-style-type: none"> <li>1. Teachers search for resources and research related to the subject matter taught</li> <li>2. Teachers urge learners to take curiosity, curiosity, curiosity, seeking answers to questions</li> <li>3. Teachers give advice on the resources and research that students will need to research for knowledge and select research appropriate for their age.</li> <li>4. Learners seek information about research related to the subject matter of their interest</li> <li>5. Teachers introduce methods of reading, analyzing, and researching reports as appropriate to the learner level, including elements of research, objectives, research methods, scope, limitations of research findings, research findings, research findings, discussion of results. Research, referral, etc.</li> <li>6. Students study various research reports by practicing the above learning skills</li> <li>7. The learner presents the subject matter of the research linked to the subject matter being learned</li> <li>8. Teachers and students discuss the research results, research process, importance of research</li> </ol>	<ul style="list-style-type: none"> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- ICT Literacy</li> <li>- Initiative and Self-Direction</li> <li>- Leadership and Responsibility</li> </ul>

Teaching Techniques	Process	Developed Skills
	10. Self-assessments of reading skills, research reports, research findings, and research processes	
Teaching by research projects	<ol style="list-style-type: none"> <li>1. The teacher considers and analyzes the purpose and content of the learning that allows the student to do research</li> <li>2. Teachers design learning activities that allow them to do research</li> <li>3. Teachers encourage learners to be interested in learning and to give students an idea of the research they are interested in</li> <li>4. Teachers of research process skills for learners, including identification of research problems, objectives, hypotheses, design, research, data collection tools, data analysis, a summary of findings, discussion, research findings and feedback.</li> <li>5. The researcher performs appropriate research procedures</li> <li>6. Learners record their thoughts and experiences, including their observations, their performance, teachers, observation, learning behavior, and their research process skills.</li> <li>7. Teachers and students share a discussion about the research process and the research findings</li> <li>8. Teachers measure and evaluate research process skills alongside regular learning outcomes</li> </ol>	<ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- ICT Literacy</li> <li>- Flexibility and Adaptability</li> <li>- Initiative and Self-Direction</li> <li>- Social and Cross-Cultural Skills</li> <li>- Productivity and Accountability</li> <li>- Leadership and Responsibility</li> </ul>
Learning management using research process	<ol style="list-style-type: none"> <li>1. Teachers consider the purpose and content to be provided to the learner</li> <li>2. Teachers analyze the process of research to be used in teaching, which may involve some or all stages of the research process.</li> <li>3. Teachers design learning activities using the research process or research process defined for learning the desired content as planned</li> <li>4. The teacher conducts the activity using the research process, the research process defined in the teaching</li> <li>5. The skills trainers needed to carry out the research process for the learners include: Problem identification skills, hypotheses, qualitative selection, population selection, random sampling, tooling, proofing, testing Data collection, analysis, synthesis, and conclusion of the research and giving feedback</li> <li>6. Learners discuss issues related to the research process they have experienced and the results of the research</li> <li>7. The learner assesses himself / herself on the research process skills and research results</li> </ol>	<ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- ICT Literacy</li> <li>- Productivity and Accountability</li> <li>- Leadership and Responsibility</li> </ul>

## CONCLUSIONS

Research-Based Learning (RBL) teaching can developed the 21<sup>st</sup> century skills for students because students get learning by themselves under research process, the research process included 6 steps are following

Step 1: Identify the Research Problem: this step, Student defines a problem by using principle and reason. Student explains about problems background. It helps to develop Critical thinking skill and problem solving.

Step 2: Review the Literature: this step, Student uses technology and media for searching, analyses and integrates information to finding tools for problem solving. It helps to develop Information Literacy, Media Literacy, ICT Literacy and Initiative and Self- Direction

Step 3: Specify a Research Purpose: this step, Student creates tools to problem solving and define research purpose. It helps to develop creativity and innovation skills

Step 4: Collect Data: this step, Student collects data by using research tools from step 3 for problem solving. It helps to develop Communication and Collaboration, Flexibility and Adaptability, Social and Cross-Cultural Skills, Leadership and Responsibility skills.

Step 5: Analyse and Interpret Data: this step, Student analyses and interprets data from experimentation or observation or interview and summarizes research results. It helps to develop arithmetic literacy and critical thinking skills.

Step 6: Report and Evaluate Research: this step, Student presented research results by oral presentation or using information chart and gives suggest to new problem or problem in research. It helps to develop communication and collaboration skills.

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